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ABSTRACT

Focusing on personal knowledge and how it influences teacher development, this book follows one teacher, Kay, from her years of teacher preparation through her time as a seasoned veteran. Nine chapters focus on: (1) "Promise and Possibility" (e.g., teacher development as socialization and reflective teacher preparation); (2) "The Social Construction of Personal Knowledge" (e.g., Kay's personal knowledge and cross-cultural early recollections of school); (3) "Exploring Negative Personal Knowledge" (e.g., Kay's early negative recollection and agency in early negative recollections of school); (4) "The Persistence of Personal Knowledge" (e.g., conditions for reconstruction of knowledge and social control of classrooms and children); (5) "A Professional Community" (e.g., the Professional Development School Partnership and the internship); (6) "Revisiting the Barriers to Teaching" (Kay in action and past the preconceptions hurdle); (7) "A Constant and Consistent Dialectic" (e.g., getting past the control barrier and making reflection compatible with school life); (8) "Learning to Teach: A Continuous Reconstruction" (e.g., finding the right school and comparing influences on teacher development); and (9) "To Dwell in Possibility" (possibilities for Kay, teacher education, schools, and the future). (Contains 64 references.) (SM)

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